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ABSTRACT

The University of Albuquerque established a degree program for adults which includes (1) a time shortened concept, (2) a seminar format in the general education program which allows the adult students an opportunity to question, critique, discuss, and engage in scholarly dialogue with seminar preceptors, (3) a flexible schedule that allows adult students to attend either in the morning or evening or switch back and forth, (4) a requirement that every student participate in entrance and diagnostic testing and an intense period of counseling and academic advisement during the first program seminar prior to planning a program of study, and (5) an opportunity for adults who can demonstrate learning that has taken place in their life experience to challenge courses for credit in their major field. There are several reasons for concluding that the Adult Education Program is successful, including (1) that it has become a financial asset to the university, (2) that its graduates are successful, (3) that the program is accepted by the adults in the community, and (4) that the program has had some impact on the university at large, such as, on student enrollment. (This report contains eleven chapters discussing different aspects of the program, including the knowledge and skills of entering and exiting students, objectives and curriculum, and problems related to nontraditional programs.) (EM)

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ED147573

THE UNIVERSITY OF ALBUQUERQUE

ADULT EDUCATION PROGRAM

FUND FOR THE IMPROVEMENT OF
POST SECONDARY EDUCATION

U. S. Department of Health, Education and Welfare

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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FINAL REPORT - Grant #OEG-0-73-6467

1973 - 1975

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Project Director

Albuquerque, New Mexico

October 1, 1975

CE 013 949

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I

Historical Summary

As part of the 1974-75 FIPSE funding, a historian was employed to write a history of the Adult Education Program at the University of Albuquerque. The objectives of this historical study was to gain insight into the process and development of the Adult Education Program as a model for other innovative, non-traditional programs.

The summary begins with a discussion of the problems of an institution that genuinely attempts to provide educational opportunities to populations (specifically the adult over 25) normally neither recognized nor accommodated by or through traditional college-level programs. Although there are several programs (Roosevelt, which served as the model; Oklahoma University; Syracuse University) very similar to the University of Albuquerque's Adult Education Program, the AEP is unique in that it offers an alternative degree plan, but not, as the other non-traditional schools, an alternative degree. The AEP does not grant any degrees; it is an administrative arm for a specific concept that acknowledges the adult learner as different and unique from his younger counterpart. In his difference and uniqueness, the adult is viewed as benefitting from experience-both in college and in life-in a manner different from the typical college student.

The history begins with the background of the University of Albuquerque. In 1922 the University of Albuquerque was established to provide summer training for teachers. Since then the University has undergone significant change in both the population and type of university it once was. Today 42% of the credit hour delivery is attributed to classes taught in the Extension and Evening Division-a branch of the University that typically serves an adult who is also working full-time while pursuing a degree. The average age of the student at the University of Albuquerque is close to 30. He has a family and a full-time job. He is serious about his education and has clear educational goals established. It is this adult population that the University of Albuquerque attracts because the U of A is able to accommodate the full time night student.

In 1971 the president of the University of Albuquerque became aware of the Bachelor of General Studies offered at Roosevelt University in Chicago. He directed the Dean of Careers and Special Programs to visit the campus at Roosevelt and develop guidelines for a similar program at the U of A. The dean did design the program, but he made an important decision not to make the degree different from those already being offered at the U of A. Instead, he offered a different route to the existing degrees. Basically, the general education requirements were changed and the major or area of concentration individually specified. The degree route the dean proposed was for students who were 25 years of age and older.

During the summer of 1971, approval for the Adult Education Program was sought and granted through the appropriate faculty and administrative committees at the University. In interviewing faculty who served on those committees, it has become clear that some of the members felt the dean was presenting a concept - a plan to be investigated for feasibility - rather than an actual program. Some felt the program "slipped through" under the guise of an "idea." In reviewing the minutes of the various committee meetings held that summer, it was discovered that one very important faculty arm, the Faculty Senate, did not have the opportunity to fully discuss the Adult Education Program proposal because no formal Faculty Senate meetings are held during the summer. However, the Executive Committee acted for the Faculty Senate and did approve the plan. The plan for the Adult Education Program was that the pro-seminar and concluding seminar (Man and his Urban Community) would be delivered through the staff of the Adult Education Program and the three integrating seminars would be delivered by faculty whose expertise lay in the liberal arts.

A year passed from the time the program was approved to the time the first pro-seminar was taught. During that year, a director needed to be employed, plans for recruiting needed to be made, and arrangements for the first seminar were developed. The person appointed to teach the first pro-seminar and act as the director of the AEP went with the Dean of Careers and Special Programs to Roosevelt during the Spring, 1972, to meet with the staff at Roosevelt to become more familiar with the plan. This director was appointed as an assistant professor with half-time responsiblities to the AEP

and half-time responsibility to teacher education.

The first pro-seminar was taught during the fall, 1972, semester. Problems with the program of studies became apparent. No one was quite certain how the liberal studies component effected the area of concentration. It was unclear, in some cases, what a major really involved. A procedure to handle life-experience credit was virtually non-existant. The director was uncertain who granted final approval for a given program of studies. An attitude of suspicion about the whole concept of the AEP began to emerge. After genuine attempts to support the program as a legitimate program within the university, the director resigned in frustration. Cooperation and acknowledgement of the potential of the program seemed lost in a myriad of battles.

Prior to leaving as director at the end of the Spring, 1973, semester, the director of the Adult Education Program, Dean of Careers and Special Programs, Academic Dean and faculty from the Humanities Division met to plan the first integrating seminar. The first integrating seminar was taught during the summer, 1973, session. Misconceptions on the part of the teaching staff and students did not provide for understanding. Ill feeling ran high and the result was characterized as an unsatisfying experience for both faculty and students.

The Dean of Careers and Special Programs began looking for a director who had more "management" experience, and a new director was selected in March 1973. During the Spring, 1973, he and the present director wrote the FIPSE proposal requesting federal funds so a full-time director and preceptor could be employed. The federal monies were granted and a director and full-time preceptor were appointed for the 1973-74 academic year.

Problems with the integrating seminars continued through that year. The integrating seminars were designated Humanities, Natural Science, and Social Science. The teaching staff was selected from those divisions within the University. Despite attempts at careful and conscientious orientation, and careful description of the objectives of the integrating seminars, the seminars failed to provide the expected type of experience. In the fall, 1974, the Adult Education Program assumed responsibility for delivery of all of the seminars, effecting a greater influence over how the seminars would

be conducted, who would conduct the seminars. Most importantly, the courses were housed in the Adult Education Program under the course titles of Liberal Studies (LBST). This new concept of seminars was based on an integrated approach that presented the development of Natural Sciences, Humanities and Social Studies concomitantly in a development fashion. Under the direction of a faculty member affiliated with the Humanities Division, the three semester sequence of integrated seminars insured a substantial and different approach to the concept of "liberal education." The seminars were unlike the traditional course offerings within the university and provided a firmer foundation for the existence of the Adult Education Program.

Despite the dramatic and effective change in the concept of the seminar series, problems with staff performance continued. One of the concerns within the Adult Education Program became that of specialized training for teaching adults. Problems of this nature occurred in the pro-seminars, but did not have the impact (the pro-seminars are eight-week courses) that the difficulties in the integrating seminars had. The curriculum for the pro-seminars is less structured, in terms of content, than the curriculum for the integrating seminars. Additionally, the integrating seminars are based on a team-teaching concept which requires special techniques and training that college professors typically do not have.

By the spring, 1975, semester, the AEP had 290 students actively enrolled in the University of Albuquerque through the AEP. Twenty-six students enrolled in the first pro-seminar in October, 1972.

The concept of the AEP has fostered controversy within the university. When the program was originally presented to the faculty, some felt it was presented as a concept and not a formal program. The real potential of the program was not initially realized and the impact of this potential has been a threat to some of the departments and faculty because some faculty perceive that the AEP is taking students from the traditional course offerings. Two opposing forces seem to be at work; the constant effort to make the AEP unique within the structure of the university, and, in opposition, pressure from outside the AEP to make the program "like" the traditional liberal arts programs offerred within the university. The effect of the outside pressure has for survival reasons, "forced" the AEP into "institutional categories." Instead of functioning solely as an administrative arm, the AEP is becoming a separate route

and, in this separatism, we have gained strength in that "rights and privileges" granted other divisions (granting of rank, course offerings) are now benefits afforded the AEP. The new role has changed, in part, the manner in which the program is perceived. There seems to be a general acceptance that the AEP is viable and plays a legitimate role within the university.

Perhaps the most beneficial aspect of the history to the AEP has been the carefully documented pursuit of the events that lead to the inception of the program and the institutionalization of the program. The value of the history rests with the explanations of the "hows and whys" of the successes and failures that lend insight to the development of the program. As an indepth study into the emergence of a program, based on non-traditional concepts, the history provides insight into the manner in which such a program could be instituted. The assumptions and implications are based, in part, on how <u>not</u> to proceed. The value becomes one of retrospect and offers clear insight into the types of problems that might be encountered in the development of an innovative program.

II

Basis for the Establishment of the Adult Education Program

A. Background

In the past there has been a widespread attitude that young people needed education while adults did not; that the education one receives as a child or young adult is enough to last one through a lifetime. In fact, professional opinion held that the mental capacities diminished after young adulthood to the point that serious academic study was unfeasible. (5:ix) This attitude was in addition supported by such time worn cliches as "You can't teach an old dog new tricks." One adult found attitudes prejudiced against the older student and encountered such remarks as: ". . . enrollees over that age (34) belong in another sort of institution", and "She must be crazy - what does a 40 year old woman want to go to graduate school for." In addition, this adult described her institution as ". . . a bureaucracy to instruct and dispatch adolescents." (8:35)

In a society that changes rather slowly and that has long standing and immutable traditions, perhaps this might be true. However, our society no longer resembles this model. The pressure of international tension, shifting international loyalties, the rise of multinational corporations, the emergence of developing nations as world powers, the shifts in economic power, inflation, recession, scientific advances, space travel, and shifts in the status of ethnic and socio-economic groups are constantly recreating the world at an ever increasing pace.

Patricia Cross (U.C., Berkeley) estimates that enough new knowledge is generated every 40 minutes to fill the typical set of Encyclopedia Brittanica. Consequently, the changing nature of our society requires virtually all citizens to gain new skills and intellectual orientation throughout their lives.

The adult population is beginning to understand and accept this phenomena and they are responding. A national survey conducted in 1965 indicated that 71% of the adults between 18 and 60 expressed a desire to learn more about some particular area. (6) The same survey indicated that 50% of the U.S. adult population could be considered potential students. The New York Educational Policy Center estimates that there are over 80 million adults that could be counted in a learning force outside the realm of traditional education.(10)

In a recent magazine article the increased enrollment of adults was outlined dramatically:

> "Toddlers, housewives, and working people are flocking to school in record numbers - a trend that could change the whole concept of American higher education. - - - In higher education, although costs are going through the roof, millions of adults are willing to pay the price every year. - - - The response has been dramatic. Last year (1974) the number of students 35 and over jumped a quarter million, while enrollment in lower age brackets was declining." (1:47-8)

Unfortunately, in the main, the traditional system of American higher education has done little to accommodate the older adult student. Until 1972 the Bureau of the Census did not count those over 35 attending college, and as late as 1973 the U.S. Office of Education did not list college students over 34 in their statistical reports, as if they were insignificant. In 1973 a U.S.O.E. report lists college age population as between 18 and 21. This is no longer true. The average age of freshmen and sophomore students in the California Community colleges is about 28; at Roosevelt University in Chicago the undergraduates average age is 25; at the University of Oklahoma, 24; at Florida International University, 27; at the University of Albuquerque, 28. Throughout the country the age of the typical college student is rising.

B. Preferences and Needs of Adult Students

The mature adult learner is not simply "just older". The adult learner presents a number of unique problems. Education must be convenient; it must be at a time that does not conflict with work schedules, and it must be given at a place that is convenient to reach, preferably at a place near the student's home or work. Education must be integrated with the other pursuits of living - family, career, leisure time, civic activities. An adult will not seek an education at all costs, there are trade-offs that must be considered.

For a 17 year old to continue school by going to college it is the most natural thing in his/her life; he/she has been doing it every fall since he/she was six. For a mature adult, however, the decision to "go to college" is a major life decision. The

adult cannot continue his/her normal life style. It causes stress and role changes in the family, perhaps insecurity on the part of the student's spouse, and usually puts an additional financial burden on the family.

The adult also creates stress within the institution of higher education because the adult does not fit the traditional student mold for which the institutional program was designed. The typical adult cannot devote full time to his studies nor attend in the 8-5 time slot. The services designed for the younger student such as dormitories, intramural sports, weekend dances, and rock concerts are not appropriate for the older student. In addition, adults consider many of the lower division academic requirements quite irrelevant, and many of the regulations, procedures and attitudes of colleges absolutely maddening. "For these people (military, creative, mothers of school age children, adults) and others who are 'different', the concept of education as something that occurs within the confines of a campus, Monday through Friday, broken up into little pieces called 'courses', usually 'taught' via lectures - for these people such a concept of education is useless" (4:20)

In addition, the mature adult usually brings to the college classroom a wealth of experience, extensive travel, maturity, high motivation and education gained in work related training which the younger student has not accumulated. "Their maturity and dedication are prompting educators to suggest that more young students should 'stop-out' and get a taste of the outside world before continuing their education". (1)

The mature adults seeking bachelor's degrees are both men and women; are usually in the age range 30-40; are employed fulltime at responsible jobs; are married and have established stable residences. These people have reached what they perceive to be plateaus in their professions or vocations beyond which they cannot progress without the credential of a bachelor's degree. In addition, mature adults are passing through developmental stages which affect their attitudes and behavior:

(1) Those in the 29-34 year old group begin to question what they are doing. They feel weary of being what they are supposed to be, but they continue. During the 30's life seems more difficult.

(2) For 35-43 year olds time seems to constrict. Individuals in this age bracket feel there is little time left to shape the behavior of their adolescent children and even less time to make it in their own careers. (11)

The typical adult student is in a transitional stage in his/her life and needs to make a reassessment if his education is to be meaningful. Harold Taylor points out:

> The person who seeks an education whether by returning to college in later years or in the first year after high school or at any other point, must involve himself in discovering the meaning of his own life and the relation between who he is and what he might become. Without that vision of a personal future and a hard look at the reality of one's own situation, the ultimate purpose of education itself - that is, to grow to change, to liberate oneself - is almost impossible to achieve. (1:xi)

C. National Studies and Research

There have been a number of studies completed and a number of authorities have written on topics related to the educational needs of the mature adult, and what revisions needed to be made in traditional systems to accomodate them.

In Less Time; More Options: Education Beyond High School, the Carnegie Commission referred many times to topics related to the education of adults:

> Opportunities for higher education and the degrees it affords should be available to persons throughout their lifetime and not just immediately after high school. (2:1)
>
> More educational, and thus career opportunities should be available to those who want to study later in life, particularly women and older persons. (2:2)
>
> College today supplies a smaller proportion of lifetime knowledge. It is one of the many sources of knowledge and less a rare and one-time opportunity. (2:8)
>
> ...American reality demands that age be served as well as youth.... (2:10)

> Higher education is now prejudiced against older students. They should be welcomed instead. (2:13)
>
> The learning process will continue to absorb more and more of the life activities of more and more Americans. *Learning opportunities should respond* to the new dimensions of the life-and-learning process. (2:3)

Kreps, in a paper presented to the American Council on Education that outlined problems of adults, describes the biggest problem of a 35 year old mother of 3 as follows: "... the major stumbling block to Mrs. Smith's education is one that surfaces before she even resumes the process", "She has no counseling appropriate to her needs and aspirations; no one in the education establishment, moreover, is offering any particular encouragement." (7)

Once the adult decides to return to school another serious problem is scheduling. Cross and Jones stated:

> ...let us look at examples of groups of people handicapped by the assumption that education is a full-time activity taking place largely between the hours of 9 a.m. and 5 p.m. on weekdays. Scheduling is a problem for almost anyone who wishes to combine educational activities with other adult responsibilities. ...almost 75 percent of all participants in adult study are in the labor force, and 62 percent of them are employed full time. These figures represent huge numbers of people who have shown an obvious desire to pursue formal learning activities outside what is considered "regular" class hours. (3:47)

Cross and Jones insist that: "We must begin now to make realistic plans for increasing access to educational opportunity to meet the inevitable demand. The removal of existing barriers and the development of relevant new programs are two essential steps in making educational opportunity available to a broader segment of the population." (3:51)

One aspect of removing existing barriers and making higher education more accessible is the evaluation of learning acquired outside the college or university setting. Peter Meyer states:

"In all segments of the educational system learning is

> replacing teaching as the center of attention. This change in emphasis is increasing the need to assess and credit prior learning. ...those engaged in higher education increasingly recognize that the focus needs to be on how, why, and what people learn, rather than on how faculty impart knowledge. ...There is nothing really new in the notion that learning takes place continually from birth to death. What is new is the concept that creditable certifiable learning occurs throughout life and that the certifying and credentialing institutions of our society need to recognize this." (9:5)

He continues by emphasizing: "Increasing the adult population in institutions of higher education, or responding to the buyer's market, as some put it, increases the need for crediting prior learning." (9:8)

Theodore Hesburgh reiterates the same theme when he says: "At some point, there has to be a realization that the aim of all this education is learning and knowledge and not the degrees gained. As this realization grows, it will become even more evident today much purposeful learning occurs on the job, in the home, and in the business of everyday life; the idea of overextended schooling detracts from the goal of lifelong learning because it assumes that meaningful education is the sole property of educational institutions." (5:x) The Kellogg Foundation Task Force made several recommendations related to college credit for prior learning. These were:

(1) The university should continue and expand the availability of waiver examinations and credit by examination.

(2) The university should develop new procedures to evaluate and give academic credit for competence gained through previous life experiences or academic background.

(3) The university should study and, whenever appropriate, expand or otherwise modify certification alternatives for participants in degree and non-degree life long educational programs. (5:75-6)

Further, Robert Ruskin states: "Perfection cannot be controlled by the calendar or the clock...."

The Carnegie Commission recommended:

(1) The expansion of educational opportunities should be encouraged outside the formal college and that appropriate educational credit be given for the training received." (2:13)

(2) The shortening the time to receive a bachelor's degree by one year. "We are convinced that the time spent on the way to the BA could be reduced now by one year for many, and subsequently most, students." (2:11)

D. Degree Programs for Adults

The American colleges and universities were designed for the "young". It will require serious adjustment to hold these students. Edward B. Nyquist, President of the University of the State of New York states: "The time has come for changes in higher education that are more than cosmetic. ...What is needed is a more flexible and open system of postsecondary education."

Fortunately some colleges have responded and the number is continually growing. In 1955, Brooklyn College began offering a special degree program for adults which included as a part of the program "credit for life experiences". In 1961, the University of Oklahoma implemented the Bachelor of Liberal Studies Program which combines home study with a minimum amount of time in on-campus seminars. In 1963 Goddard College, in Vermont, launched its Adult Degree Program. In 1966 Roosevelt University, in Chicago, created the Bachelor of General Studies Degree Program. Other institutions which have programs for adults or themselves have been established exclusively in non-traditional mode to provide education for adults. They are: Empire State College, New York; University Without Walls (Union of Experimenting Colleges, Yellow Springs, Ohio); Oklahoma City University (Competency Based Degree Program); School for New Learning, Depaul University, Chicago; Northeastern Illinois University (Board of Governor's Bachelor of Arts Program); California State University System (External Degree Program); University of California (The Extended University); Washington International University (Competency Based Degree); University of South Florida (Bachelor of Independent Studies); University of

London (Degree by Examination); The Open University, The United Kingdom; University of South Africa (Degree by Correspondence); and the University of Albuquerque (Adult Education Program).

All of these programs have been established primarily for the mature learner. They all attempt to liberate college education from a strictly classroom setting and attempt to integrate living, working and learning. To foster the establishment of like minded programs the "Fund for the Improvement of Post-Secondary Education", U. S. Office of Education in 1973 granted $10million to innovative programs, in 1974 $11.5million, and $11.5million in 1975. In 1974 the Kellogg Foundation provided $7,510,447 to institutions of higher education for lifelong learning innovations "To expand opportunities for individuals to acquire knowledge and skills throughout life". (12)

E. The University of Albuquerque Adult Education Program

The University of Albuquerque Adult Education Program incorporates many of the recommendations of the national commissions and research studies. At the same time, the general education portion of the program is molded around the traditions of the university and offers a solid core of studies in the liberal arts. (See Appendix A)

The program includes:

(1) A time shortened concept. Some students can reduce the time required to earn the bachelor degree by as much as 25%.

(2) The program is designed specifically for mature adults in order to take advantage of their maturity and experience. The general education program is presented in a seminar format so that the students may question, critique, discuss and engage in a scholorly dialogue with the seminar preceptors.

(3) The program has a flexible schedule that allows adult students to attend either in the morning or evening or switch back and forth if their work and/or family schedules dictate.

(4) Every student is required to participate in entrance and diagnostic testing and an intense period of counseling and academic advisement during the first

seminar in the program. By the end of the first seminar in the program every student has a program of studies and degree plan that specifies exactly what is required to earn a bachelor's degree. This program of studies is formally approved by the student, the Adult Education Program and the division director who controls the student's major field. (See Appendix B)

(5) The adults who can demonstrate learning that has taken place in their life experience may challenge courses for credit in their major field. In order to challenge courses students must document work experience and/or training that has taken place outside the university that would give him/her the equivalent knowledge and performance skills required in the challenged class.

The integrating seminars constitute the general education of the program and require of the student intense and highly concentrated work. The following make up the seminar program:

(1) LBST 300 Pro Seminar. This seminar is designed to: (1) orient the adult student to university studies, (2) develop and enhance his study skills and ability to read and write analytically, (3) encourage participation in class discussion, and (4) pursue research related to his university studies. During the seminar the student is required to develop a complete program of studies and degree plan. The seminar is eight weeks in length and meets six hours per week. It requires extensive study and independent work with the seminar preceptor outside class.

(2) The integrating seminar series consists of three seminars in liberal studies. Each seminar consists of two parts which are taken concomitantly. The first part is devoted to the Humanities (Philosophy, Literature, Music, Art) and the Social Sciences. The second part is devoted to the history and philosophy of the Natural Sciences.

(a) LBST 301 Integrating Seminar I. This seminar begins with the world of the ancient Greeks and continues through to the Middle Ages. Examples of authors studied are: Homer, Plato, Aristotle, Ptolemy, Hippocrates, Galen, Dante and Augustine.

(b) LBST 302 Integrating Seminar II. This seminar begins with the Renaissance and Scientific Revolution and continues through to the 18th century. Examples of authors studied are: Cervantes, Copernicus, Montaigne, Descartes, Galileo, Newton, Rousseau and Montesquieu.

(c) LBST 303 Integrating Seminar III. This seminar includes the 19th and 20th centuries. Examples of authors studied are: The literary existentialists and absurdists, Nietzche, Freud, Jung, Heidegger, Weber, Ortega y Gasset, Darwin and Einstein.

(d) LBST 301, 302 and 303 are 16 weeks in length, six hours per week.

(3) LBST 490 Concluding Seminar. This seminar combines an internship with a classroom seminar. The student is required to participate in 45 hours of volunteer work in his community, make a background study of the problem area or agency in which he is working, attend monthly seminars and present a term paper.

16 weeks in length, 45 hours of volunteer work and 8 hours of seminar attendance required. Enrollment only by permission of the Adult Education Program Director.

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UNIVERSITY OF ALBUQUERQUE

ADULT EDUCATION PROGRAM

Program of Studies

Student_____ Phone: Home_____ Office_____

Date_____ Degree Objective: BA or BS in _____

Departmental Advisor_____ Concentration_____

Entrance Scores: Eng_____ Read_____ Essay_____ Math _____

Additional Requirements:

Skill Area 1_____ 2_____ 3_____ 4_____ 5_____

Options and/or Foreign Lang 1_____ 2_____ 3_____ 4 _____ 5_____

LEP Requirements:

LBST 300 Pro Sem_____19__ LBST 301 Int Sem I_____19__ LBST 302 Int Sem II____19__ LBST 303 Int Sem III____ LBST 490 MUC_____

Area of Concentration

Required Courses	Cr	Required Courses	Cr	Electives	Cr
1_____	__	7_____	__	13_____	
2_____	__	8_____	__	14_____	
3_____	__	9_____	__	15_____	
4_____	__	10_____	__	16_____	
5_____	__	11_____	__	17_____	
6_____	__	12_____	__	18_____	
Total	___	Total	___	Total	___

Courses to be challenged.

Additional Credit
(CLEP, College/Univ transfer credit, Military credit)

Course	Credit Base	Credit
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Use the back for additional space)

Conditions of Program of Studies

) Only one (1) grade below a "C" is allowed in the LBST component.

) Each course in the area of concentration must be a "C" or better.

) Any change in the above program of studies must be approved through the Adult Education Program.

Division Director _____ Date _____

LEP Advisor _____Date_____ Student_____Date_____

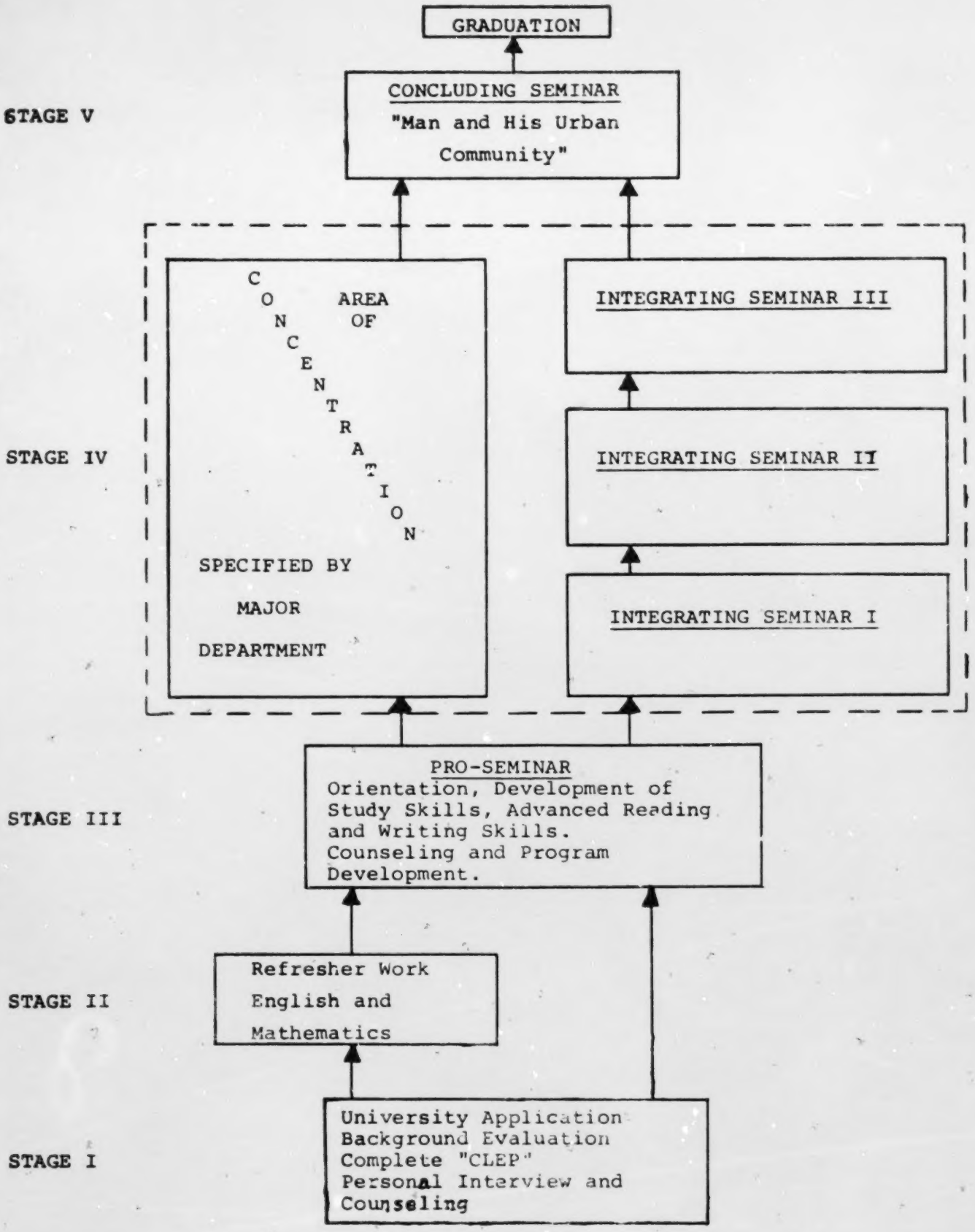

Figure 1 -- Paradigm, Adult Education Program

III

Knowledge and Skills of Entering and Exiting Students

A. California Achievement Test, Nelson-Denny Essay Exam, Reading Test, and Math Test.

After having used the College Level Examination Program (CLEP) since the inception of the Adult Education Program in October, 1972, a decision was made in November, 1974 to use the California Achievement Test (CAT), Nelson-Denny Reading Test (NDR), an essay examination, and a University of Albuquerque entrance exam in Math instead of the CLEP. The reasons for the change were: (1) the increased cost of the CLEP; (2) the failure of the CLEP to provide the necessary information for effective counselling and diagnosis of the entering populations; (3) the lack of applicability of CLEP to the population--a question of whether the test accurately assessed our adult population in the measurement of their non-traditional learning experiences. The CAT et al are administered by the Adult Education Program, giving us more control over the testing conditions.

The new test series has been more effective than the CLEP in helping us counsel students with regard to their strengths and weaknesses as entering students. The California Achievement Test measures the student's usage of English structure, grammar, and vocabulary. Of 214 students tested, the mean score for the group is 10.63, based on a possible top score of 13.60. Likewise, the Nelson Denny Reading Test gives us an idea of the student's reading ability in the areas of comprehension and basic reading skill. The mean for the group is 11.86, based on a top score of 15.0. The essay exam is used to give us more accurate information on the student's ability to write effectively. The students respond to a statement or theme topic of current relevance i.e., local, state, federal government issues, and have 30 minutes to develop a short theme. The primary concern with the writing exam is to determine if the student is able to organize his thoughts and state his idea in "acceptable" form and style. A correlation between the NDR, CAT and essay exam exists which enables us to explain more accurately to the student the entry level he should pursue. The University of

Albuquerque Mathematics Department uses a short Math test to determine which students need refresher work in Math and which students are able to enter the regular (Math 161) college algebra course. Most of the AEP students need to take Math 161 to prepare for courses in their major so the information is important in the placement process. Additionally, concern from the science staff involved in the integrating seminar series indicate the need for math skills to understand basic science concepts. The following survey indicates the mean scores of the minority group and Anglos (A), and the percentage recommended to take language and math refresher courses (B):

(A).	Minority (N=90)	Anglo (N=124)
	CAT 10.19	CAT 11.08
	NDR 11.18	NDR 12.54

(B). 41% Minority recommended to take language skills
29% Anglo recommended to take language skills
60% Minority recommended to take remedial math
56% Anglo recommnnded to take remedial math

B. Longitudinal Research Study

In an attempt to define success, as measured by graduation from the University of Albuquerque, a survey of 177 students who completed the Pro-seminar was made. These students entered the program in October, 1972 through August 1975. The variables considered are:

(1) Sex.
(2) Ethnics: (Black, Spanish, Indian & Anglo)
(3) Type of work experience:
    Blue collar.
    Self-employed
    Semi-professional
    Professional.
(4) If English is first language
(5) Type of education:
    High School graduate
    GED
    None
(6) Employed or not employed while attending school.
(7) Number of jobs held.
(8) Years work experience.
(9) Age when entered program.
(10) Number of courses challenged.
(11) CLEP/CAT English score
(12) Number of semesters in school (U of A).
(13) Number of post-secondary school experiences prior to attending the University of Albuquerque.
(14) Number of credit hours earned (transfer and U of A).

The collection of data is incomplete; there are approximately 200 students who have not been surveyed. Because graduation from the program is the success variable, those students in the survey who had graduated are analyzed both in the total preliminary group and separately. It is anticipated that the survey of the total population will lead to a better understanding of the characteristics of adults who will be successful in a program such as the Adult Education Program. If we are able to determine the factors involved in success-failure patterns, we should have clearer insight into our own goals and needs.

C. Undergraduate Program (UP), Graduate Record Exam (GRE), and Admission Test for Graduate Study in Business (ATGSB)

One of the exit requirements at the University of Albuquerque is participation in assessment testing through the GRE, URE or ATGSB. The following is a report of the four Adult Students who took the Graduate Record Exam.(GRE). The percentile ranks are based on national norms.

	Aptitude	Advanced	Sub Scores
S_1	Verbal 620 (81%) Quant. 630 (76%)	Code 81(Psychology) Score 460 (43%)	SS1 45 (21%) SS2 51 (36%)
S_2	Verbal 620 (81%) Quant 590 (72%)		
S_3	Verbal 470 (44%) Quant 300 (5%)		
S_4	Verbal 440 (32%) Quant 350 (13%)		

The national norm for the GRE is 500 (50%) for the verbal and 520 (50%) for the quantitative section. The University of Albuquerque norms (N=91) for the verbal are 469 (37%), and the quantitative are 496 (46%).

The following is a report of the five students who elected the Undergraduate Program (UP). The percentile ranks are based on national norms.

	Social Science	Humanities	Natural Science
S_1	390 (29%)	450 (42%)	400 (19%)
S_2	310 (6%)	370 (13%)	390 (16%)
S_3	550 (85%)	520 (70%)	410 (23%)
S_4	540 (84%)	460 (47%)	350 (15%)
S_5	520 (82%)	380 (14%)	390 (16%)

The national norm (50%) for the Social Sciences is 440; the national norm for Humanities is 470, and the national norm for Natural Science is 470. The University of Albuquerque local norms (50%) for Social Science is 409; for Humanities is 405, and for Natural Science is 411.

The following are the results of the four students who took the Admission Test to Graduate Schools of Business (ATGSB). The percentile ranks are based on national norms.

	Verbal	Quantitative	Total
S_1	14 (14%)	25 (38%)	367 (17%)
S_2	25 (42%)	20 (18%)	412 (31%)
S_3	18 (19%)	13 (03%)	317 (09%)
S_4	12 (07%)	11 (02%)	262 (04%)

The national norms (50%) for the ATGSB) are: verbal 27, quantitative 27, and total 463. The University of Albuquerque norms were: verbal 23, quantitative 21, and total 418.

The summary data provided for the Adult Education Program students indicates that with the exception of one student (S_1) taking the GRE and one student (S_3) taking the UP, all of the students scored below both local and national norms with regard to their exit tests. All of the students taking the ATGSB scored below the national norm, although two scored above the U of A norms.

The implications of this data suggest our students need stronger backgrounds in the quantitative areas of their educations. Additionally, those students who major in the areas supported by business administration present special concern because their scores represent the lowest group of the three exit tests.

D. The Cloze Test

During the spring, 1975, semester a Cloze test was administered to 97 students enrolled during the first and second eight-week proseminars. A Cloze test is purported to be a measure of linguistic competency, that is, it measures how well an individual performs in using English. The test was originally designed as an index of readability but is currently used to test linguistic ability in a broader sense. It is frequently used to measure foreign student's competency in English. A copy of the Cloze test used is included in the appendix (Appendix C)

The purpose of the test was to determine if the age, sex, and ethnic background of the students effect the performance on the test. The test was also correlated with the CLEP English and CLEP Social Studies or Nelson Denny Reading Test for 38 of the students. Do older students have a higher degree of linguistic competency than younger students? Does a female student have a keener linguistic sense? What is the effect of ethnicity on the Cloze test?

Cloze Test Summary Data
Group I
Pro-Seminar

N=59

(a) Males and age
N=29
$\bar{X}$=18.24
SD= 6.25
r of score and age=-.02

(b) Females and age
N=18
$\bar{X}$=19.33
SD= 4.81
r of score and age=.08

(c) Males and Females whose native language is not English
N=12
$\bar{X}$=14.92
SD= 4.56
r of score and age=.03

(c) Males and Females whose native language is English
$\bar{X}$=18.66
SD= 5.72
r of score and age=.02
r of sex and score=-.09

Cloze Test Summary Data
Group II
Pro-Seminar

N=38

(a) English as First Language Subjects (EFL)
N=30

r of Cloze score of male and female=-.046
r of Cloze score and reading test=.615*
r of Cloze score and English CLEP=.440
r of Cloze score and Social Science CLEP=.186
r of English CLEP and Social Science CLEP=.619*
r of age and Cloze score=-.232
(-.240 for males;
-.261 for females.)

(b) English as Second Language Subjects (ESL)
N=8

r of Cloze score and reading test=.765*
r of Cloze score and age=-.008

* These scores indicate a correlation between the Cloze test and the Nelson Denny Reading Test for both the EFL and ESL, and a correlation between the CLEP English and Social Studies scores.

Analysis of the data indicated that age of the subject has no impact on the score. There was a .02 correlation between age and score. Likewise, the sex of the student has no bearing on how well he will perform. The correlation between sex and score was -.09. As one would suspect, however, ethnicity does effect the score. Students whose native language (assessed through self-report) was not English did score significantly lower (14.92), compared to the Anglo group (18.66). This is additional evidence with regard to the high percent of minorities who need to take language refresher work.

Most of the available studies were conducted with "younger" (18-22) students. A comparison of our adult population (25-55) with younger students (N=262) from a neighboring university indicated that the adult student scored approximately 2 points (16.55 vs. 18.66) higher than his younger counterpart.

After having administered the Cloze test to the 97 adults entering the program, it was decided not to use the test as standard procedure. The entrance tests (CAT et al) relate basically the same information as the Cloze test, but, the Cloze test did provide a type of cross-validation with the entrance assessments which is considered valuable information for our purposes.

E. Recommendations for Future Research

One of the most vital areas of any program rests with the research of the populations in that program. If a program is going to be sensitive to the needs of the population, it must have continuous information on the populations that move in and out of the program. The following are concerns related to developing ongoing research:

(1) Follow-up assessment of graduates must be conducted. Such questions as,"How many students attend 'graduate' education?" "How many graduates earned job promotions as a result of graduation?" "How adequate was the academic preparation in the graduate's profession?", should be asked.

(2) Based on this research, what kinds of questions should we ask so that we can better screen entering populations?

(3) A program of longitudinal research must be instituted. The rate of growth in the Adult Education Program has been so great that the task of surveying all students (400+) who ever entered the program, at this point, is almost impossible. If the longitudinal research plan is developed early in the program, the research becomes much more manageable and the impact of that research can lead to predictive changes in the needs of the population.

APPENDIX C

An Example of a CLOZE Reading Exercise

A Trip

It was Saturday morning. Bill and Dan_____ going camping. It was eleven_____to the camp grounds so_____decided to ride their bicycles. _____ tied their sleeping bags, their _____, and their pots and pans _____their bicycles. They had sandwiches _____lunch, steak for supper, and _____and eggs for breakfast.

They_____not sure of the way,_____there were signs along the_____so they weren't worried.

They_____for about an hour when_____ suddenly hit a bump on_____side of the road. He _____to the ground. Bill was_____but not seriously. They discovered_____Bill's front tire had a_____. Bill and Dan thought about_____ home, but they decided to_____the tire. They pushed Bill's_____to a gas station and_____it.

I V

The Role of the Preceptors

Usually a program report confines itself to changes, innovations, and developments within the program. Because this is the final report, however, we felt that some other areas should be included because they are extremely important in the success of this type of program. The Adult Education Program is a "people-oriented" program, its objectives rest with providing educational opportunities for students who are adults and are typical participants in the educational system. We have, in other reports, discussed our concern with the insensitivity the system has to the adult learner. Perhaps to compensate, in some way, for that insensitivity we have attempted to employ preceptors who are mature, personable, unthreatened (secure), and academically strong. Because we conduct the pro-seminar on 8-week cycles, we are constantly having to staff the pro-seminars and finding the "right" combination has been difficult. It is perhaps from our "mistakes" that we have become keener judges of what we feel, and the students indicate to us, the "right" person is.

The following is a rather anecdotal account of experiences we have had as pro-seminar preceptors. It is included because it lends insight into part of the process of education and the adult learner.

The adult learner enters his first college experience with great apprehension, fear and self-doubt. He has wanted to be a part of the "college-graduate-group" and for him it is a giant step. He must change his life-style; he must learn to handle a job, a family, and a new time schedule. He has to "learn" to study - to read for ideas; he has to "learn the system" - how to register, who to see if there are problems, what the college jargon means. He enters the educational system knowing of his success in the business world, but unable to "translate" that success to educational success. Many of the adult students dropped out of high school; their sense of success related to school is shaky; they fear failure and this fear of failure makes them leery. When you ask students why they are now in college, they respond, "To get a promotion", "To get a job", To earn more money". The responses, initially,

indicate their view of college as a vocational venture. However, once the fears have been minimized, many students acknowledge they are in college "Because it's my turn", "I have always wanted, just for me, a college degree", "My children need a model - I want them to go to college". Initially, many adult students exhibit open hostility toward a society that has made them feel inferior because they "don't have a piece of paper". Some have been demoted by "some fresh kid with a degree" and feel resentment and anger. "Experience is more important than knowledge". Women are angry because they feel they have two battles to win; overcoming their educational deficit and overcoming womanness. Some of the adults have recently divorced - insecure and shattered. Some are in the process of a divorce. Some get divorced as a result of coming to college; at least it is a harmless blame. Independence develops, new friends are made, priorities are rearranged, ideas are talked about, and the spouse feels threatened. "School is more important than your family"; "You're never home".

The adult student comes to college knowing what type of degree he wants. Unlike his younger counterpart, the adult has had experiences in the work world which give him a sense of his vocational needs. His motivation level, his personal drive, are very high--the adult learner is willing to try. The motivation may at first seem extrinsic, but after a few short weeks, it is clear the primary motivation is perhaps more intrinsic than extrinsic.

Many of the adults are truly "self-made" men. They seek education, in some cases, as verification of their success as people. For some adults, however, success in school is not a realistic goal. One of the most difficult tasks facing the preceptor is the counselling-out process - an inevitable and necessary part of the process of screening. The percentage of students who require counselling-out is quite small (2%); most students who find they cannot function self-selectingly acknowledge the fact and withdraw. Those who require couselling-out of the program are often unable to admit the conflict between their own personal commitment and the standards of performance required by the university. Helping the student find an alternative educational process as well as helping him handle his disappointment requires special counselling.

When the adult enters the educational system, he seeks immediate verification from the preceptor. He needs to be acknowledged as a valuable person. He is fearful of myths such as "people's brains addle" after the age 20. He shares personal successes and failures to lay a groundwork. Students discuss personal problems - marital strife, health problems, job difficulties, problems their children experience in school, etc. Perhaps this openness is really a defense mechanism; as if to say to themselves, "If I don't make it, here are the reasons".

The preceptor is a model for his students. The adult view the preceptor as someone who has something the adult wants - an apparent ease with knowledge, education, the system, and life in general.

The preceptor is a peer to the adult. The students often address the preceptor informally and share confidences - complaints about other professors, problems with their spouses, conflicts with their employers. The traditional distance between student and teacher does not easily exist. The adult appears to need to "value" the preceptor beyond the role of teacher.

The adult learner is often "set in his ways". When exposed to ideas that conflict with his personal values and attitudes, he rejects the new ideas and proclaims "I won't change." But, he does change. When the adult finds that he is accepted - for who he is - he then becomes open to attitudes of others. He learns to listen, to pursue an issue, and perhaps most importantly, to accept those who are not just like him. His point of view shifts from an egocentric view to more of a world view; he begins to see ideas as alternatives.

The role of the preceptor is multi-leveled. Whoever functions in the role of preceptor needs to be able to handle a variety of roles; he is not just a professor; he is not just a counselor; he is not just a model and peer - he is all of these and all of the dimensions they represent.

V

Characteristics of Students and Staff

A. Students

The preceding section dealt with a description of the adult in the educational process. During the 1973-74 year, the Rokeach Dogmatism Scales was administered as a pre-post design to determine changes in attitude of the adult during his eight-week Pro-Seminar experience. After a year of research, it was decided not to use the Rokeach as a standard test. Although the Rokeach did provide us with some interesting data (our students are either very dogmatic or not dogmatic enough), we felt that a significant change in attitude over an eight-week period was an unrealistic goal.

As evidenced by the research reported in the section relating to knowledge of entering and exiting students, it is apparent that the Adult Education Program population has changed. There is an almost equal balance of minority students and Anglos; more women are entering the program, and the entrance skills of those who entered during the past year seem to be somewhat lower than those of the previous year. This assessment is based on the number of students needing refresher work in Math and English. Also, the exit examination information indicates the students who graduated this year did not perform as well as the students who graduated the previous year.

In an effort to determine "students' expressed attitudes regarding curricular-instructional policies, student-faculty roles, and so on," the Student Orientations Survey by Barry R. Morstain (University of Delaware) was administered to 145 of our adults involved in various stages (pro-seminar through concluding seminar) of the program. The questionnaire is concerned with ten types of learning: (1) achievement of goals; (2) assignment learning (specific goals); (3) assessment-evaluation by those in authority; (4) affiliation-peer interaction; (5) affirmation-majority attitude; (6) inquiry-"learning is its own reward"; (7) independent study; (8) interaction-decision making; (9) informal association-unstructured; and (10) involvement-social and political interest.

Following is a table reporting the raw mean scores and standard deviations of the 145 students who participated in the survey. The national norms are in parentheses next to each mean score.

TABLE

Student Orientations Survey Summary Data

Raw Mean Scores and Raw Standard Deviations.

N=145

Scale	Raw Mean Score	Standard Dev.
Achievement	18.393 (13.98)	3.520 (4.31)
Assignment Learning	18.524 (14.96)	2.824 (4.01)
Assessment	14.786 (9.83)	4.125 (4.56)
Affiliation	11.166 (13.61)	4.491 (5.02)
Affirmation	12.959 (10.71)	3.525 (4.23)
Inquiry	15.290 (15.40)	4.254 (4.11)
Independent Study	13.110 (14.66)	4.047 (4.41)
Interaction	10.917 (15.35)	4.230 (4.31)
Informal Association	13.524 (13.48)	3.814 (3.80)
Involvement	12.869 (15.10)	4.413 (4.44)

The students in the survey score well above the mean in the areas of achievement, assignment learning, and assessment. These scales relate to goals and goal achievement. The affiliation scale is below the mean, but extra curricular activities would not be a part of the adult students' concern. Usually his extra curricular activities are predetermined - family, job and other outside responsibilities. The lowest score relates to the interaction scale. The description of the interaction scale is:

> An egalitarian attitude toward faculty members characterizes a student with a high score on this scale. This individual sees students as fully competent to share educational decision-making with faculty. ...he expresses the belief that students should participate with faculty in planning courses and academic programs.[1]

The low score indicates that the adults surveyed do not believe they should share in the decision making processes regarding the curriculum; they appear to view themselves apart from the planning process and curriculum development.

[1]Barry R. Morstain, Student Orientations Survey, Form D. (Newark, Delaware: University of Delaware, 1973), p. 51.

Dr. Morstain, in a personal communication to the directors of the Adult Education Program indicated that the adult's performance on the interaction scale is "the lowest I've seen to date." One explanation for the low score (lack of involvement) may be that the older adult venerates the school and its offerings, believing that the traditional curriculum is valuable and not to be "tampered" with. This passivity may be a characteristic of the adult learner - a "don't rock the boat" attitude learned through life-experience.

B. Staff.

As the Adult Education Program has increased its student population, a need for additional staff has arisen. During the past summer, the University of Albuquerque administration granted the Adult Education Program three more full-time faculty members; two positions for the integrating seminars and one position for the pro-seminars. The total full-time staff for the AEP is now five; the director, administrative assistant, two integrating seminar preceptors and one pro-seminar preceptor. There is still a full-time pro-seminar preceptor slot open and we are involved in interviewing to fill the position. In addition to the five full-time AEP staff, there are seven part-time staff involved in teaching the pro-seminars and integrating seminars. Seven sections of the pro-seminar are being taught and ten sections of the integrating and concluding seminar are being conducted. All of the full-time preceptors have earned doctorates and have been granted the rank of assistant professor or higher.

We have changed our campus location to a set of offices located on the South Campus. This move has provided individual office space for all of the full-time AEP staff and a seminar room, conference room, and additional space if necessary. We view the move as further acknowledgement of our active role within the university community.

During the fall and spring semesters, a faculty evaluation was conducted by the university administration. Designed by James K. Hoffmeister, the 24 item evaluation assesses faculty performance in five areas: (1) openness to student and ideas; (2) Contextual approach to learning; (3) dynamism and enthusiasm; (4) organization and clarity, and (5) quality and meaningfulness. In

addition to the student's report, there are also peer and self evaluations. The summary data indicates the AEP is above the U of A mean in categories one and two, and below the mean in categories three, four, and five.

The AEP comparison of 2 staff members is listed in the following summary. The range of possible scores is .01 to 4.00.

	Mean	High Score	Low Score
(1) Openness to students and ideas	3.59	4.00	2.77
(2) Contextual approach of learning	3.44	3.66	3.00
(3) Dynamism-Enthusiasm	3.58	4.00	3.00
(4) Organization-Clarity	3.56	4.00	3.21
(5) Quality-meaningfulness	3.41	4.00	2.78

These results are based on responses from 37 students in three classes and represent the results from the fall, 1974 evaluation.

The summary data for the spring, 1975 evaluation is based on responses from 89 students and reflect the evaluation of 7 staff members.

	Mean	High Score	Low Score
(1) Openness to students and ideas	3.69	4.00	3.51
(2) Contextual approach to learning	3.48	4.00	3.00
(3) Dynamism-Enthusiasm	3.86	4.00	3.65
(4) Organization-Clarity	3.72	4.00	3.42
(5) Quality-Meaningfulness	3.44	4.00	2.78

The self and peer evaluations represent a high degree of similarity to the student evaluations. The self evaluations tend to be lower than the student evaluations, and the peer evaluations (Fall, 1974 only) tend to be similar to the student evaluations.

During the summer school semester, the Hoffmeister was not used so to evaluate the AEP staff, the evaluation form we have followed internally was used. Two pro-seminars were taught and the instructors evaluated ranked "very high" and "high" in almost all categories. The "low" rank related to the texts used.

Evaluation procedures are extremely important, but it is generally felt that the "pencil and paper" evaluations described here do not provide the type of critical information we might benefit from. In addition to the formal evaluations, students do "informally" evaluate the staff and program through comments and reactions.
This type of evaluation is sometimes more useful than the standard form.

VI

Objectives and Curriculum

The curriculum of the Adult Education Program is based on the idea that the educational needs and learning styles of mature learners are essentially different than those of younger students. Robert Gagne, an eminent psychologist, speaks of the differences in learning styles by saying:

> They exist because of a history of learning which has left the older person a residue of increased knowledge, a greater repertoire of intellectual skills, a greatly enhanced collection of cognitive strategies and quite probably a different set of attitudes. All of these capabilities are different in the two instances, and each of them is bound to affect the process of learning, so that a different problem exists for the design of instruction of these two individuals.[1]

Louis Cassels, in Nation's Business, says that "Methods designed for teaching youngsters may fail with adults who learn easily but in their own way." [2] Extensive studies on the way adults learn have revealed some important facts:

(1) Adults strongly resist learning anything merely because someone says they should. They learn effectively only when they have a strong inner motivation to develop a new skill or to acquire a particular type of knowledge.

(2) Adults are much more practical in their approach to learning. They want to know, "How is this going to help me right now?" Sometimes they can be persuaded, through wise counseling, to learn things that will help them in the clearly foreseeable future.

(3) An adult isn't satisfied with assurances that he will eventually learn something useful from a course of study. He expects results from the first class or lecture or home assignment, and from each succeeding installment of the course.

(4) If you want an adult to learn, you must teach him simply and directly what he wants to know: "This is what you do, this is how you do it, this is why it works."

(5) Before you start teaching an adult all the things you think he should know, find out what he feels a need to learn. Begin with his agenda, and work up to yours.

1. Robert M. Gagne "How Does Learning Occur", in Critical Issues in Educational Psychology.

2. Louis Cassels "Eight Steps to Better Training", Nation's Business, March 1961.

(6) Retention of new knowledge or skills is much higher if the adult has immediate and repeated opportunities to practice or use what he has learned.

(7) The importance of realism in adult education cannot be overstressed. Adults simply will not put their minds to work on a problem which is clearly contrived only for school purposes.

(8) An adult's mental slate is already pretty crowded. His learning must therefore be relational. The new knowledge must be related to, and integrated with, the accumulated results of a lifetime of learning experiences.

(9) Adults learn best in informal settings. Many adults have unpleasant memories of their school days. They will respond to adult educational programs in inverse relationship to the degree they are reminded of their adolescent experiences.

(10) Adults want guidance not pressure. Competition may be a spur to academic achievement among adolescents but it certainly has a negative effect on adult learning. Most adults are apprehensive about their learning capacity because they have been out of school a long time. Adults need as much success and praise as the teacher can honestly give them. If it is absolutely necessary to criticize an adult student, do it in strict person to person privacy and always with a smile. [3]

As a consequence of these studies and with the idea of retaining the liberal arts (traditionally an important aspect of education at the University of Albuquerque) as an essential part of the curriculum, the curriculum of the Adult Education Program is divided into two segments, special (professional) and general education.

The specialized or professional education is contained in an "Area of Concentration" or major, the requirements of which are specified by the major department. It usually consists of the equivalent of 51 credit hours in specialized study. The adult student is able to reduce the number of credit hours he actually has to take in the program by use of learning gained through his life experiences. If a student has substantial training and/or experience that will allow him to demonstrate skills and knowledge equivalent to a person who has completed a required or elective course in the major, the student may challenge the course. If he is successful in the challenge he will receive credit toward fulfilling the requirement in his area of concentration.

The second part of the curriculum is the liberal or general education. Instead of taking separate courses in various subjects,

3. Ibid.

the adult students participate in 5 seminars which are taught in an integrated fashion in order to show the interrelated nature in the historical development of the great ideas and the great areas of human knowledge.

The purpose of presenting the liberal studies in an integrated fashion is to help awaken and develop the intellectual and spiritual powers in the individual adult before he enters on his chosen career. John Stuart Mill said, "Men are men before they are lawyers, or physicians, or manufacturers; if you make them capable and sensible men they will make themselves capable and sensible lawyers or physicians." Griswold says, "The urgent demand is for businessmen, engineers, lawyers, doctors, and scientists who can cope with human problems. Only such men can save our technology from becoming headless." [1]

The important thing is that human problems are not neatly categorized into courses, disciplines or areas of human knowledge. All human problems are combinations of problems in language, psychology, philosophy, science, rhetoric, politics, sociology, etc. The logic of the integrated seminars then is to present the development of human civilization by studying it in an integrated manner not in discrete courses.

Griswold states: "The purposes and methods of the liberal arts were first defined by the Greeks. They are studies designed to develop to capacity the intellectual and spiritual powers of the individual. Their aim is to make the most of a man in order that he may make the most of his calling, his cultural opportunities, and his responsibilities as a citizen." [2]

Below are listed some additional ideas upon which the seminars are based:

(1) What needs to be emphasized is the quality and spirit of the liberal arts. (Calvert, 1973)

(2) Science is a part of the liberal arts as much as Greek and Latin are basic to law, medicine and engineering.

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1. Griswold. Liberal Education and the Democratic Ideal. p.14

2. Griswold. Liberal Education and the Democratic Ideal. p.119.

(3) Let us ask how in our system of education we are to guard against mental dry rot. We enunciate two educational commandments, "Do not teach too many subjects," and again, "What you teach, teach thoroughly."[1]

(4) "Let the main ideas which are introduced into a child's (adults) education be few and important and let them be thrown into every combination possible." [2]

(5) "...above all things we must beware of what I will call 'inert ideas' ...that is to say, ideas that are merely received into the mind without being utilized, tested, or thrown into fresh combinations." [3]

(6) You may not divide the seamless coat of learning. What education has to impart is an intimate sense of the power of ideas, and for the structure of ideas, together with a particular body of knowledge which has peculiar reference to the life of the being possessing it. [4]

(7) ...education is primarily a process of opening before students the intellectual forces that have shaped the "Western Mind". [5]

(8) General education should foster the open-mindedness and love of investigation which are the wellspring of change, and it elevates itself to the means by which change is brought about. [6]

(9) Education is the cultivation of certain aptitudes and attitudes of the mind.... These abilities in our opinion are: to think effectively, to communicate thought, to make relevant judgements, to discriminate among values. [7]

(10) Intellectual life demands a respect for what has gone before and acceptance of a rigorous discipline to a tradition of learning. To this extent universities are a point of stability in society; they anchor a society to its past. But orthodoxy is celibate; it breeds no fresh ideas; unless tradition is continually re-examined it becomes oppressive. [8]

(11) Science cannot be isolated; it is part of the seamless fabric of civilization. [9]

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1. Alfred North Whitehead. The Aims of Education. New York; MacMillan Co., 1922.
2. Ibid.
3. Ibid.
4. Ibid.
5. General Education in a Free Society: Report of the Harvard Committee, Paul H. Buck, chairman. Cambridge:Harvard Univ. Press, 1945.
6. Ibid.
7. Ibid.
8. Lord Eric Ashby. Adapting Universities to a Technological Society. San Francisco: Jossey-Boss, Publishers, 1974, p.23.
9. Ibid p.17.

The first of the formal seminars is titled Pro-Seminar and is a seminar conducted in the manner of a graduate seminar for advanced undergraduate students. The objectives of the Pro-Seminar are:

(1) Cognitive Objectives - General

(a) To provide a method of entry or re-entry into higher education for those adults who have not been involved with formal education.

(b) To provide the adult student with a background and philosophy of higher education.

(c) To introduce the adult student to concepts and methods of study applicable at the college level.

(d) To develop study skills necessary to succeed in both the selected area of concentration and the integrating seminar program.

(e) To introduce the adult to subject matter relating to the humanities, social studies, and natural science; to further develop awareness of the content of these areas and the study skills required to succeed in these integrating seminars.

(f) To develop analytical, critical thinking skills necessary to acquire prior to entry into the regular classroom.

(2) Cognitive Objectives - Specific

(a) The student will be able to write a summary of material read and discussed, comparison-contrast papers, critical appraisals, and the research based paper.

(b) The student will be able to understand and analyze, in greater depth, material read and discussed.

(c) The student will be able to improve his active role in discussion thus improving communication skills.

(d) The student will improve his critical reading skills.

(e) The student will become more aware of his specific problems in written and oral communication.

(f) The student will become aware of levels of language and how they are used in varied conditions (social, formal, classroom).

(g) The student will be able to use the library as an extension of learning resources.

(3) Affective Objectives

(a) To provide an atmosphere in which the student gains confidence necessary to perform successfully at the college level.

(b) To learn of and value other participants to whom the adult has been exposed.

(c) To provide an environment in which the adult may share his point of view, experiences and needs that lead to clarification of individual purpose.

(d) **To create** an awareness of the time and intellectual demands of college life.

(e) To further develop the student's competence regarding his ability to do college work.

(f) To nurture a sense of success and self-satisfaction regarding the new experiences and exposures encountered in this beginning process.

(g) To develop a sense of academic honesty in sharing points of view, supportive information.

(h) To appreciate the domains of social science, humanities, and natural science as viable areas of experience already within the student's background.

(i) To provide experiences critical to the success of the student's endeavors at the college level.

The specific material used as a vehicle in reaching these objectives is chosen by the individual preceptor but includes reading related to:

(1) The nature of an educated person.

(2) The justification and nature of the university.

(3) What it means to be an individual in comtemporary society.

(4) Use of discussion and dialectic as learning devices.

(5) Reading with analysis and comprehension.

(6) Social and psychological development of adults.

(7) The nature of work and what it means to be a worker in contemporary society.

(8) The problems and needs of the adult learner.

(9) The development of ideas, logical and rational argument, presented in written and verbal form.

(10) Analysis of written and verbal communication for propaganda and illogical implications.

The integrating seminar series consists of three seminars in liberal studies. Each seminar consists of two parts which are taken concomitantly. The first part is devoted to the Humanities (Philosophy, Literature, Music, Art) and the Social Sciences. The second part is devoted to the history and philosophy of the Natural Sciences.

(1) LBST 301 Integrating Seminar I. This seminar begins with the world of the ancient Greeks and continues through to the Middle Ages. Examples of authors studied are: Homer, Plato, Aristotle, Ptolemy, Hippocrates, Galen, Dante and Augustine. (Specific works are shown in Table VI-1)

(2) LBST 302 Integrating Seminar II. This seminar begins with the Renaissance and Scientific Revolution and continues through to the 18th century. Examples of authors studied are: Cervantes, Copernicus, Montaigne, Descartes, Galileo, Newton, Rousseau and Montesquieu. (Specific works are shown in Table VI-2)

(3) LBST 303 Integrating Seminar III. This seminar includes the 19th and 20th centuries. Examples of the authors studied are: The literary existentialists and absurdists, Nietzche, Freud, Jung, Heldegger, Weber, Ortega y Casset, Darwin and Einstein. (Specific works are shown in Table VI-3)

LBST 301, 302 and 303 are 16 weeks in length, six hours per week.

LBST 490 Concluding Seminar. This seminar combines an internship with a classroom seminar. The student is required to participate in 45 hours of volunteer work in his community, make a background study of the problem area or agency in which he is working, attend monthly seminars and present a term paper.

16 weeks in length, 45 hours of volunteer work and 8 hours of seminar attendance required. Enrollment only by permission of the Adult Education Program Director.

The entire program is outlined in Figure VI-1.

Table VI-1

Semester I	Literature	Philosophy and Theology	History and Social Sciences
Greeks and Middle Ages	Bible Homer Aeschylus Sophocles Euripedes Aristophanes Aeneid Dante, Chaucer or Boccaccio	Plato Aristotle Augustine Thomas Aquinas	*Herodotus Thucydides *Plutarch

* may be substituted for a work preferred by tutor.

Natural Sciences

Pre Science: Babylonian and Egyptian

Pre-Socratic Science: Milesians, Eleatics, Pythogoreans and Atomists

Greek Science:

Plato (Timaeus), Aristotle (Physics, On the Heavens, On the Soul, Zoology), Euclid, Archimedes (On Floating Bodies, and "Other Propositions".), Hippocrates, Galen, Ptolemy.

Medieval Science: Survey.

Adult Education Program - Integrating Seminar II

Table VI-2

Semester II	Literature	Philosophy and Theology	History and Social Science
The Renaissance	Montaigne	Luther or Erasmus	More, Utopia
	*Rabelais	Descartes	Machiavelli
	Shakespeare	Hobbes	Rousseau
	*Donne	*Locke	*Hamilton
	*Marvell	*Berkeley	Madison, Jay
	Cervantes	*Leigniz	The Federalist
	Milton	*Hume	
	*Swift	Kant	The Declaration of Independence
	*Racine		
	*Moliere		
	*La Rochefoucauld		*Montesquieu
	Voltaire		Spirit of Law
	Goethe or Marlowe (Faust) (Dr. Faustus)		

* may be substituted for a work preferred by tutor.

Natural Sciences

Scientific Revolution: Copernicus (on the Revolutions of the Heavenly Spheres), Galileo (Discourses on the Two New Sciences), Kepler, Descartes (Principles of Philosophy), Newton (Principia),

17th and 18th Century Sciences: Huyghens, Harvey, Lavoisier, Priestly, 18th Century Mechanics.

Adult Education Program: Integrating Seminar III

Table VI-3

Semester III	Literature	Philosophy and Theology	History and Social Science	Psychology
19th and 20th Centuries	Flaubert *Tolstoy Thoreau Dostoevski *Pirandello *Mann *Turgenev W.B.Yeats or T.S.Eliot *Kafka Sartre, Camus, or Gide *James Joyce *Malraux *Ibsen	*Hegel *Kierkegaard Nietzsche *Husserl *Heidegger *Merleau-Ponty K. Barth Pieper	Marx deTocqueville Max Weber *Durkheim Ortega y Gasset Galbraith	*William James Freud Jung *Moustakas Erikson B. F. Skinner *Rollo May

* may be substituted for a work preferred by tutor.

Natural Sciences

19th Century Science: Lyel (Principles of Geology), Darwin (The Origin of the Species), Mendel, Faraday (Experimental Researches in Electricity), Dalton (The Atomic Theory), Maxwell, 19th Century Thermodynamics.

20th Century: Planck, Bohr, Einstein (Relativity, The Evolution of Physics), de Broglie (Physics and Microphysics), Heisenberg, 20th Century Biology, 20th Century Astrophysics.

Figure VI-1 - Paradigm, Adult Education Program

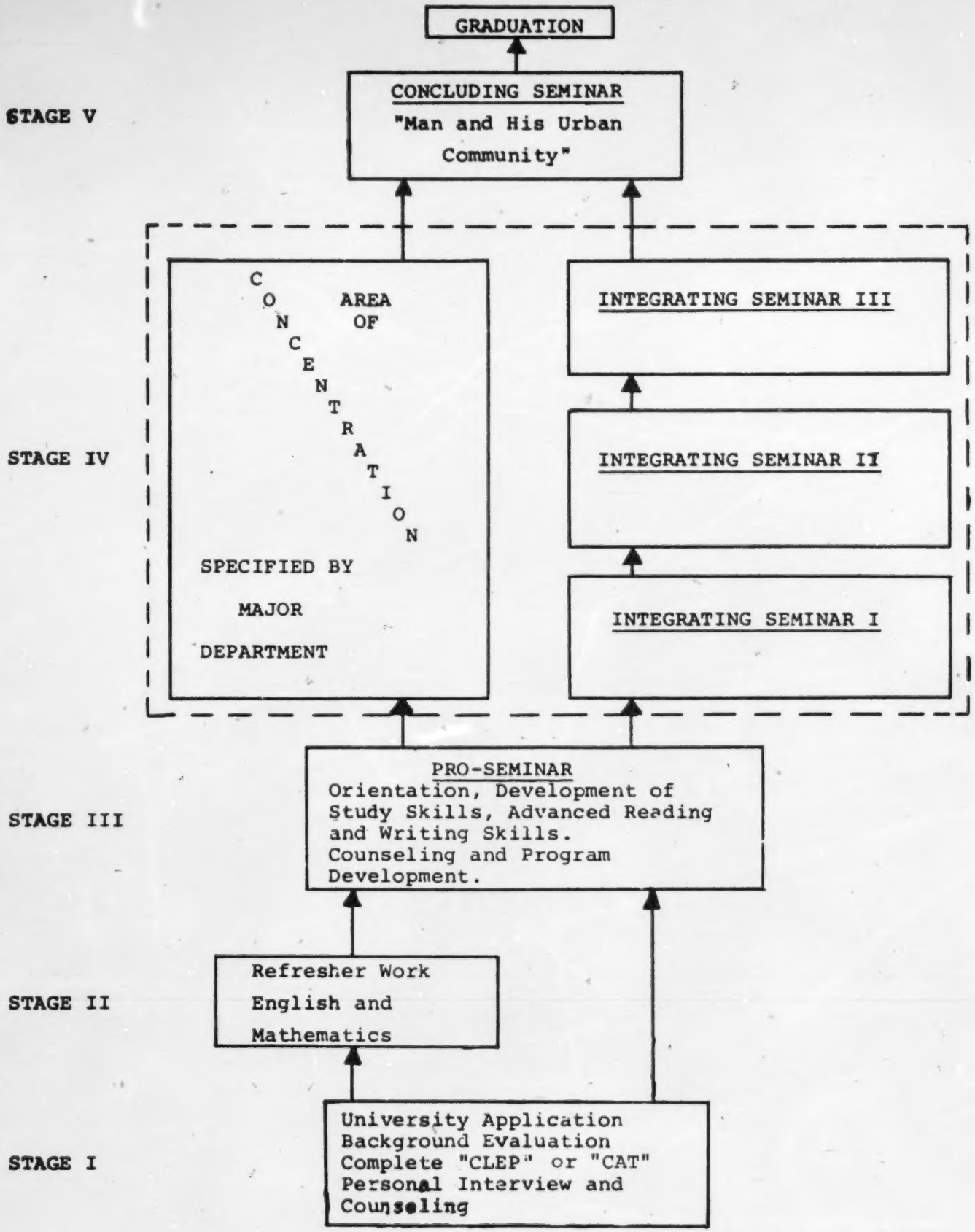


Figure VI-1 -Paradigm, Adult Education Program

VII

Screening, Counseling and Advisement of Students

A. Effects of Large Student Enrollment

As the Adult Education Program has developed over the past year, some changes in the program objectives have emerged. When the program began and the student population was less than 50 students, we were able to be more accommodating; exceptions could be made; the philosophy was more open; we counselled everyone prior to entry. However, as the program has grown to the size it now is, we have found it impossible to counsel every student prior to their entering the program, even though the vast majority have pre-entry counseling. An average of 30 students take the entrance and diagnostic tests each month. Some (25%) of the students require extensive pre-entry counseling, but most of the students have a fairly clear idea of the Adult Education Program and do not seek formal pre-entry counseling. The students are notified by phone regarding their entrance exam results and a follow-up letter is sent. If a student requests an appointment, then of course, one is arranged. Some students, prior to entering the program, will make two or three appointments to discuss their goals and objectives. It is hoped that with the additional staff we will be able to accommodate more students who may wish formal counseling but who have been reluctant to seek it because of time and personnel (not enough) conflicts.

Initially, the philosophy that the mature individual seeking a college degree would succeed in that goal was a strong part in our attitude about the conduct of the counseling and advisement. Through experience we have found that notion to be an unrealistic goal for some students. We have become more sensitive to "screening out" and suggesting alternative educational programs for students who should be re-routed. Not all students fit the program and 20% of the students who initially express interest in the Adult Education Program are counseled into other programs at the University of Albuquerque.

Another modification in the program objectives relates to the standards within the program. When a student is counseled during the Pro-Seminar regarding his program of studies, he is apprised of the following which appear on the program of studies:

(1) Only one (1) grade below a "C" is allowed in the LBST component. (A student may proceed with a "D" but not an "F".)

(2) Each course in the area of concentration must be a "C" or better.

(3) Any change in the above program of studies must be approved through the Adult Education Program.

These three conditions have arisen due to changes within the University and the Adult Education Program.

B. Reinforcement of Objectives

The philosophy of education for the adult learner is based on providing an alternative process; one that inculcates the values and traditions of a college education and at the same time accomodates the life-style (job and family) of the adult. The integrating seminar series represents the alternative to the traditional general education requirements, and the seminars are providing a viable experience in the broadening of the adult as he progresses through his education process.

The majority of students who pursue their degrees through the Adult Education Program indicate their enthusiasm forthe concept and operation of the program. Many of our graduates are pursuing graduate work and have been promoted to higher positions in their professions. For example:

(1) One graduate is the executive director of the New Mexico ACLU.

(2) One graduate is the executive director of the New Mexico Nurses Association.

(3) One graduate was promoted to the directorship of a Red Cross region on the West Coast.

(4) One graduate has taken a managerial position in a national food chain.

(5) One graduate is in the executive MBA program at UNM.

(6) One graduate is in the graduate school of Business Administration at UNM.

(7) One graduate is in the Highlands University MBA program.

(8) One graduate has been admitted to the American Graduate School of International Management.

When the Adult Education Program began, it was not recognized as having the potential to accomplish what it indeed has accomplished.

C. Curriculum Counseling

Last year the university faculty adopted new curriculum which affected the requirements of the area of concentration or major.

These changes have affected the counseling in the Adult Education Program because the preceptors initially counsel and advise students in all major fields with later approval by a counselor in the major field. In addition some changes or clarifications have been made in the evaluation for the granting of credit for learning that has taken place during the adult student's life experiences. As a consequence there is a continual in-service training problem for preceptors in the pro-seminars. To help the preceptors, we have conducted in-service "counseling" training prior to the beginning of the pro-seminar. This training is conducted in an afternoon session and is based on the preceptors handbook which has been rewritten to include the new policies with the University and the Adult Education Program.

During the past year, we have had to develop some new policies within the Adult Education Program. Occasionally a student would enroll in the pro-seminar and, in the process of trying to adjust to school, the demands of family and job would become overwhelming. His attendance would become sporadic, and upon missing three class sessions, we would suggest the alternative of re-taking the pro-seminar the following session. We found, however, that this option was not often workable because the same "problems" occurred when the student entered the next session. A new policy change now in effect is to "counsel out" the student who is absent more than three sessions. The counseling out process involves advising him of the policy (the policy statement is made the first day of class) and indicating that he can re-enter the pro-seminar whenever he feels he can manage. This new policy gives the student greater flexibility; he can wait a year, if he wishes, and seems to be a more realistic way of handling the problem.

Another policy change relates to grades earned in the Adult Education Program and the major. If a student earns a grade below "C" ("D" or "F") in any of the AEP (LBST) seminars, he is placed on probation within the program. If he earns another grade below "C", he is then put on suspension - he must wait a year until he can continue his degree pursuit through the AEP. If a student earns any grade below "C" in his major (both required and elective courses), he must take the class again until he earns a "C". The "C" replaces the lower grade. This is a policy within the University.

D. Challenge Procedure

Rationale

As we have become more experienced in counseling the adult learner, our philosophy and insight regarding the challenge regarding life-experience procedure has become more definite. Some general guidelines regarding the challenge have been established:

(1) There must be clear evidence or documentation that the student has the background. This evidence is measured by time (number of years), performance level (job title), and educational training (special schools). The student therefore is expected to have substantial work experience and/or training directly related to the subject he wishes to challenge.

(2) The student is apprised of the methods in which the challenge can be met, formal examination, presentation of papers, or oral exam to aid the student in making the decision to challenge or not.

(3) It is the student's responsibility to make arrangements for and to complete the challenge. The preceptor advises the student of the professor's name and campus phone, and the student then pursues the challenge. When the challenge has been completed, the student notifies us and we proceed with the administrative processes.

(4) If a student wishes to challenge an upper division course, he must first obtain the permission of the division director in whose division he wished to challenge the course.

(5) There have been some misconceptions on the part of faculty regarding challenges. Some faculty thought that when they received notice that a student was challenging a course that they were expected to grant the challenge. In several meetings we have emphasized that when a student challenges a course, the academic division and the professor who teaches the course have the final decision. The Adult Education Program does not grant the credit, it only screens students and, using criteria outlined by the academic division faculties, suggest that the student might or might not gain credit through the challenge procedure.

Another alternative to the challenge procedure is that of the CLEP special examinations. These exams are available in a wide range of subjects, and, for some students, the CLEP route is a better route than the direct course challenge. A student may challenge and/or CLEP up to five courses in his major. These are typically lower division courses, although upper division courses may be challenged if special permission is granted from the division director of the major department.

E. Changes in Attitudes Within the University

When the Adult Education Program began, (1972), the challenge procedures and process were undefined both within the AEP and the University at large. The idea of life-experience credit was so non-traditional that we were unsure how to proceed. Initially, "waivers" were used to grant life-experience credit; usually the division director talked with the prospective student and if he felt the background sufficient, he waived certain major skill requiremets. This waiver policy posed a problem - there was no credit being granted to the student. Only the courses that a student needed to take were on his transcript. There was nothing on the transcript that indicated proficiency in the areas waived. So, the process of actual course challenge, already in use at the University, was adopted so there would be a record of the life-experience credit and documentation supporting the granting of that credit.

As the program enrollment grew, more challenges were being processed. Some divisions became reluctant to deal with the Adult Education Program students - they weren't sure how to asses proficiency; what did it mean when the division director signed the challenge prior to the professor? Some departments agreed strongly with the notion of life-experience credit and granted basic skill requirement credit for experiences acquired in formal testing situations, i.e., the Certified Professional Secretary and Certified Licensed Underwriters.

The notion of life-experience credit suggests credit for learning through experiences brought to the educational setting. Some students want to wait to pursue a challenge after they have "studied the book". This challenging is not allowed. The idea of life-experience credit becomes meaningless if it is not related to situations and experiences acquired prior to entering the University.

As the number of adult education program students and challenges has increased, some of the departments have felt the need to become more traditional in their assessment of non-traditional (life-experience) accomplishments. This is a type of quality control; to make certain they are not "handing out" credit. Some professors ask the student pursuing the challenge to take the mid-term and final exams. This draws the challenge procedure out over one semester. Supposedly

if the student knew the material he could take the exam the day he saw the professor regarding the challenge.

When the program first began, the student pursuing a challenge based on life experience did not receive a grade for that challenge. He merely received a "Cr."; however, frequently professors now are awarding grades to the adult who challenges a course. The granting of a grade for life-experience credit seems to be incongruous with the philosophy of life-experience credit, but, again, a grade ensures a type of quality control.

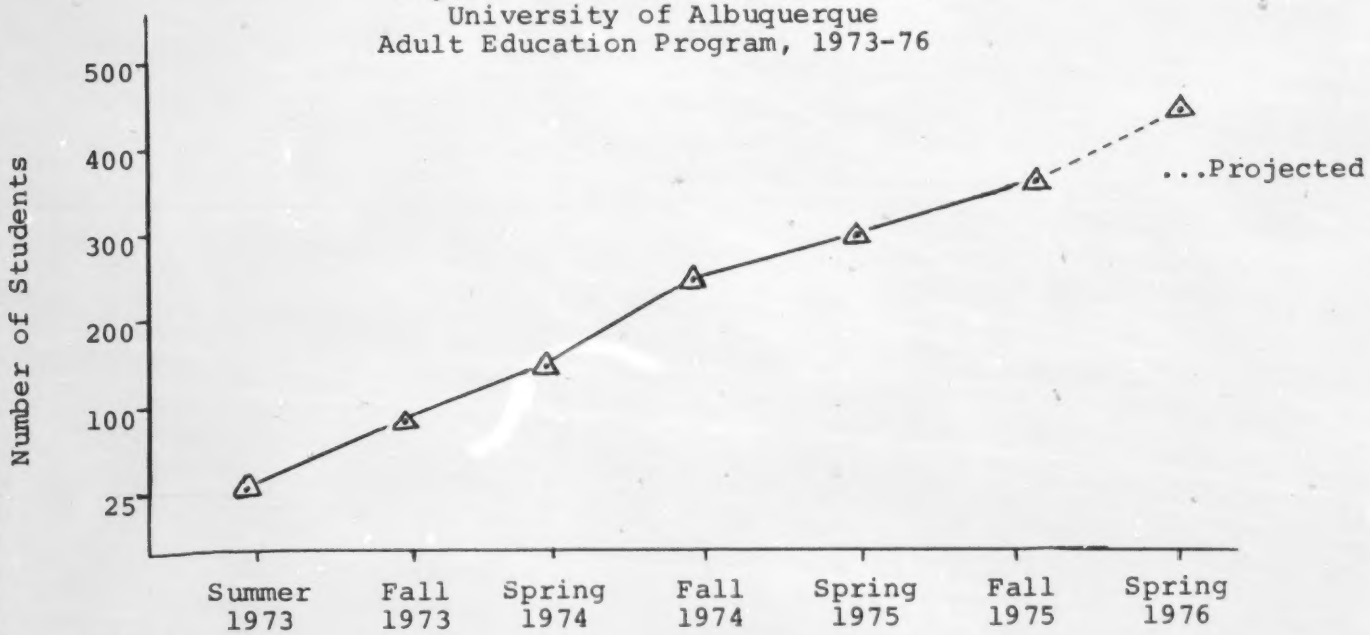
VIII

Program Growth

At the beginning of the FIPSE funding (July 1, 1973) there were 26 students enrolled in the Adult Education Program. The staff consisted of a faculty member on loan 1/2 time from the Division of Teacher Education and a number of part time faculty that made 1 full time equivalency.

From that time the enrollment has grown rapidly, at times dramatically. As of June 30, 1975, the end of the FIPSE funding, there were 330 active students in various phases of the program and 18 graduates who have earned the bachelors degree. The retention rate has been high. Over a 3 year period 67-68% of those who have completed the Pro-seminar (the first formal seminar in the program) are either still active students or have graduated. The typical student retention rate of colleges is between 40-45%. Since June 1, 1973, when the program could only count 1 full time equivalent (FTE), the staff has grown to: a full time director, a full time administrative assistant, a half time secretary, 3 full time faculty members and a number of part time faculty to make the equivalence of 10 FTE's. A graph of the program growth is shown below:

Figure VIII-1 Enrollment Growth
University of Albuquerque
Adult Education Program, 1973-76



The Adult Education Program has always been financially viable. The program has always had surplus income which has gone into the general fund of the university to help support other programs. Table VII-2 shows costs and income.

Table VIII-2

BUDGET AND INCOME: ADULT EDUCATION PROGRAM
University of Albuquerque

INCOME	1973-74	1974-75	1975-76 (Projected)
Tution	$43,320.00	$123,210.00	$235,740.00
FIPSE Grant	$27,000.00	$ 30,700.00	-0-
Total Income	$70,320.00	$153,910.00	$235,740.00
COSTS			
Program operation and Faculty	$47,700.00	$62,700.00	$97,310.00
Surplus Income after costs	$22,620.00	$91,210.00	$138,430.00
Surplus Income as a % of the total income	32%	60%	59%

I X

Problems and Insights Related To a Non-Traditional Program

In his book The Ordeal of Change, Eric Hoffer says: "It is my impression that no one really likes the new. We are afraid of it. It is not only as Dostoyevsky put it that 'taking a new step, uttering a new word is what people fear most.' Even in slight things the experience of the new is rarely without some stirring of foreboding." Consequently when change is proposed in the university- what some have called "the most conservative institution"- resistance is likely to be formidable and discussion and comments tend to be pejorative even if couched in the language and logic of the scholar. The burden of proof is always on the new, the innovator, and the innovation. Unfortunately, many times, the traditional does not measure up to the test the new idea or system is required to pass.

When setting up any kind of program, therefore, the innovator must be aware that no matter how logical, how seemingly beneficial, or how elegant the program seems to her/him, attacks can be expected, many times from unanticipated quarters. Attacks and critical remarks must be given attention as some merit consideration. As a consequence, the innovators themselves must attempt to be their own worst critics, and not be blind to imperfections.

There are questions which must be dealt with if innovation is to proceed:

(1) Is the innovation financially feasible? In a private institution the question is: "Will it make or lose money." If the innovative program breaks even or loses money it is not a likely candidate for implementation.

(2) Does it fit in with the image or objectives of the institution? Innovations that run counter to the image of the university, as perceived by the various university communities, are difficult to implement.

(3) Do you have the facilities? This usually means is there a place and/or equipment that nobody else wants or is using that the innovator could use.

(4) Do you have or can you get adequate faculty and staff? One of the most important aspects of innovative programs is the selection of faculty and staff. They must strongly believe in the philosophy and objectives of the innovative program and be willing to put in the work necessary to implement and operate a new program and be willing to put up with the associated frustration, skepticism and, at times, outright hostility.

(5) Will it attract new students to the institution? If a new program is implemented that simply attracts students who would normally attend the college anyway it is not likely to be accepted. Exchanging students between programs is of no real help to the overall institution.

(6) What vested interests will be threatened? The innovation must be presented in a way so that the threats are eliminated or reduced or a strong argument must be developed that certain vested interests legitimately should be threatened and perhaps eliminated. Plans for coping with criticism must be formulated.

(7) What kind of evaluation programs are needed? The evaluation programs developed should be designed to prove the worth and success of the program to all interested groups in the university community - faculty, administration, students, alumni, comptroller, funding agency or foundation.

(8) What contingencies are available if the evaluation points out problems? Possible problems should be established and contingency plans formulated so as to prevent crises and hasty decisions.

(9) If the innovation proves a success, how will it be institutionalized as part of the regularly offered academic program? Are plans made at the inception as to where the program will be housed, under whose jurisdiction it will operate, under whose budget it will be funded?

These questions must be formed and at least tentative answers established before innovative programs can have a reasonable chance of success.

X

Impact of FIPSE Funds on the Program

The Adult Education Program had been in operation 9 months prior to its receiving the FIPSE grant. The University had committed a faculty member 1/2 time to the operation of the program plus what administrative and clerical support the Dean of Careers and Special Programs could provide out of his already limited resources.

The faculty member was borrowed 1/2 time from the Division of Teacher Education and had the responsibility, not only of teaching half time in both the Division of Teacher Education and the Adult Education Program, but also the duties of administration, recruitment, counseling, curriculum development, and liaison for the Adult Education Program. This person was identified as the preceptor. Only one pro-seminar per semester could be offered which meant that only 20 students per semester could be admitted. In addition, because of the heavy administrative demand, little time could be spent in counseling and program development. It was an almost impossible task and in attempting to accomplish it, the program preceptor became physically ill and subsequently resigned.

When the FIPSE grant was received, the funds allowed the program to hire a full-time director for administration and curriculum, a full-time preceptor for developing and teaching the pro-seminar, and student counseling, an administrative assistant for routine administrative duties, and a 1/2 time secretary for clerical chores. Also, it allowed the hiring of part-time faculty as the need arose.

This allowed a number of other things to take place:

(1) At least 3 pro-seminars per semester could be offered, allowing 60 adults to enter each semester.

(2) Seminars could be offered both day and evening creating a flexible schedule conducive to the recruitment of adult students.

(3) The program director had time to contact employees of potential students and begin a recruitment program.

(4) The program director had time to develop controlled administrative procedures for operation of the program.

(5) The program director had time to develop liaison with the university faculty at large and begin work on further development of the program curricula.

(6) The full-time preceptor (faculty) had time to develop a counseling and advisement program for students, and began to work out criteria for testing and entrance, for programs of studies and degree plans.

Prior to the reception of the FIPSE grant, enrollment in the program actually declined. In the 1972-73 academic year forty-four adults had completed the pro-seminar; however, only twenty-six continued in the Humanities Seminar in the summer of 1973. Since the FIPSE grant total enrollment has increased every semester at rates varying from 38% to 58%. In the two years of the FIPSE grant 68% of the adults who have completed the pro-seminar are still active students or have graduated. The faculty of the program have developed a solid curriculum that is well accepted by the students. Students of the program are graduating; are receiving promotions or new jobs and are attending graduate school.

In the years since the first FIPSE grant, the Adult Education Program has become financially independent of federal funds. In 1973-74 the program earned $70,320.00 including the grant and cost the University $60,000.00 to operate. In 1974-75 the program earned $153.910.00 including the grant and cost $93,000. 00 to operate, and in 1975-76 the projected income from the program without the grant is $235,700.00, and the costs will be approximately $140,000.00. In every year the Adult Education Program has produced income over and beyond the total direct and indirect cost of program operation.

We estimate that the initial FIPSE seed money allowed student enrollment and income to grow at a rate 4-5 times of that which it would have grown without the funds. There is also the possibility the program might not have survived beyond the second year with the limited resources the university was willing to allocate.

XI

Conclusion

The conclusion can only be made that the Adult Education Program is a success. It is successful because:

(1) It has survived.

(2) It has become a financial asset to the university. In the academic year 1975-76 it should contribute $100,000 over and beyond its own cost of operation to the operation of other programs in the university.

(3) Its graduates are successful.

  (a) They are being hired and/or promoted.

  (b) They have been accepted by and are attending graduate schools.

  (c) They are doing well on national tests (GRE, URE).

  (d) They are generally recognized as "good students" by faculty at large.

(4) The program is accepted by the adults in the community. The growth has been dramatic over the period of the FIPSE grant. Employers suggest the University of Albuquerque and the Adult Education Program to adult employees who wish to seek a degree.

(5) The students are enthusiastic about the program. We have advertised the program only once. Most of our new students hear about the program from other students. The retention rate of students who complete the first seminar of the program is 68% over a 3 year period. Sixty new students begin the program every 8 weeks.

(6) The university has allocated new office space and space to hold program seminars, and remodeled that space.

(7) Several full time faculty have been hired.

(8) The faculty and staff are invited as speakers at local civic and professional groups.

In being successful, the Adult Education Program has had some impact on the university at large:

(1) The Adult Education Program seminars have contributed to a 20% increase in enrollment in the extension centers which the university operates in the Albuquerque urban area.

(2) Adult Education Program seminars counted for 5% of the total credit hours delivered in 1974-75 at the University of Albuquerque, and Adult Education Program students accounted for 10% of the total hours taken at the university during the same period. During the 1975-76 year, Adult Education Program students will account for approximately 13% of the students enrolled at the University of Albuquerque.

(3) The Adult Education Program used the services of the equivalent of 11 full time faculty during the 1974-75 academic year and will use the equivalent of 14 full time faculty during the 1975-76 year, mostly part time.

(4) The program has contributed over 210 new students majoring in business administration.

The growth and success of the program has been in some measure devisive within the university community. Many aspects of the program, particularly its time shortened aspect, "credit for life experiences", and the replacement of the typical general education courses by the integrating seminars were of concern. In the beginning these did not seem to greatly trouble the university community but the large number of students in the program now seems to be perceived as a threat in some quarters. We have explained to many groups and individual faculty that (1) no University of Albuquerque student who is already a full time/or a declared degree seeking student is allowed to switch to the Adult Education Program, (2) recruitment for the program is done entirely off the campus to attract adult students who would not normally attend the University of Albuquerque, (3) when the program was conceived the adult student was relatively rare on the University of Albuquerque campus, (4) 20% of the adults who originally express interest in the Adult Program are counselled into other programs at the university.

The program has been successful because of the people involved. Initially it was the effort of Dean Kirby Krbec in developing the concept of the program and getting it accepted by the university community. It was the continuing efforts of Dean Krbec and the additional efforts of Dr. Berdyne Eddy in the actual implementation of the program that created favorable student response and established the program. The effort of Dean Krbec and Dr. George Calvert in preparing the proposal which resulted in the FIPSE grant was a watershed event. The FIPSE "seed" money allowed the program to recruit staff and to extend itself. Dr. Martha Young can be credited with the establishment of a solid preparatory program in the pro-seminar, and Dr. Yvonne Jehenson with the design and implementation of an exciting integrating seminar series. Tying all these people together with clerical and staff support has been Ms. Elnora McMurray, the Administrative Assistant.

What distinguishes all these people is that they all fervently believe that higher education has to evolve into a more flexible system designed around the needs of the students. They are, as Dean Krbec refers to them, "True Believers". In addition, there has been close working rapport, an attitude of giving and taking for the good of the program, and an almost ironclad discipline in the face of criticism and difficulties.

In addition to the dedication of these people the administrative structure of the Division of Careers and Special Programs, and the efforts of the dean gave the program protection and allowed the staff and faculty to be free to make changes and respond to problems with a minimum of delay. As far as possible, the decision making process was decentralized at each level.

The future of the program looks bright but there are concerns. Will the cohesiveness of the program stand under the pressure of large numbers, both students and faculty. Can we continue to find enough "True Believers" to run the program? In the beginning the University of Albuquerque and the Adult Education Program had no competition in the adult student market. Now a national business school offering bachelor degrees and the University of New Mexico are beginning to move into adult education programs. The question is, what effect will this have and what response can be made to this; perhaps more integration of study and work and close cooperation, and perhaps integration with the "COOP Program".

Another concern is now that the program is so large, should its controlling administrative structure be changed, should it stand alongside other academic divisions as an equal, should a unique place be established.

A great concern is that because of our success and growth we might become the "conventional wisdom" and take a conservative or reactionary stance. We feel that we must not allow this to happen, that we must maintain a "future orientation" and an attitude of innovation in order to respond to the educational needs of adults as they change, as they surely will.